

**THE
LEA APPLICATION
FOR THE
COMPREHENSIVE
SCHOOL
DEMONSTRATION
PROGRAM**

July 2, 2001

**THE DEPARTMENT OF EDUCATION AND CULTURAL AFFAIRS'
COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM**

GRANT APPLICATION

The South Dakota Department of Education and Cultural Affairs will fund proposals that implement a comprehensive school reform program that is based on reliable research, effective practices, and technology integration. The comprehensive school reform model selected must comply with the nine reform components specified in the Obey-Porter Legislation.

To ensure that high quality, well-defined, and well-documented comprehensive school reform programs are funded, experienced reviewers from the DECA-CSRSD team will read each application. The team consisting of DECA personnel who have experience with research-based reform models will independently review and rank applications and collaboratively determine those schools to be funded.

ELIGIBLE APPLICANTS

Federal legislation strongly encourages the LEA to apply for funds to support schools in need of improvement; therefore, priority points will be assigned by the SD Department of Education and Cultural Affairs. (60 points possible.) DECA will complete this portion of the scoring process awarding competitive preference points to participating schools based on the following criteria:

1. Priority points will be awarded to Title I schools that have been identified for Title I School Improvement; i.e., schools that have not shown progress on their Adequate Yearly Progress on State Assessments form or met their local indicators for two consecutive years. (10 points)
2. Priority points will be awarded to Title I schools that have high poverty; i.e., schools that have at least 50% poverty based on free and reduced lunch count. (10 points)
3. Priority points will be awarded to schools that are operating as School-wide Projects or are involved in the planning stages to become a school-wide. (If a school is in the planning stage to become a school-wide, a *School-wide Planning Commitment* form must be already on file in the Office of Technical Assistance.) (10 points)

Points will be awarded to all public schools based on the following criteria:

1. Points will be awarded to all public schools that show a decline in their state assessment data or local indicators aligned with their target areas; e.g., attendance rates for both staff and students, dropout rate, discipline data, retention percentages, parental involvement, and the teacher/administrator turnover. (10 points)
2. Points will be awarded to all public schools showing a high percentage of students in the unsatisfactory (below basic) individual student performance level. (10 points)
3. In keeping with State emphasis on implementation of technology into the classroom, points will be awarded to all public schools that demonstrate that they currently have at least one internet connection in the school and a small number of computers available

for student and teacher use, with plans underway for building a more robust infrastructure to support teaching and learning. (10 points)

In addition to the priority points listed above, the Proposal Review Committee will use the included scoring rubric to evaluate and rate the narrative items that follow. (Possible 215 additional points)

APPLICATION PROCEDURE

Submit Registration Form to DECA as soon as possible but not later than July 20th, 2001. The application is to be completed by the school and, if different from the district, in consultation with the LEA. (See *Rating Form and Scoring Rubrics* in the application for the narrative items that must be addressed by the applicant.) Complete Part I – District and Building Information, Part II – Comprehensive School Reform Description, and Part III – Budget Form and Narrative.

PROJECT PERIOD AND MINIMUM AWARD

Applicants must select an appropriate researched-based program supported by a local-school comprehensive needs assessment. (See samples of CSRD needs assessments in web site resources.) The Comprehensive School Reform Demonstration Program grants will be awarded for a three-year period, contingent on continued federal funding, with project implementation beginning in the 2001-2002 school year. Each grant award will provide at least \$50,000 annually, for each of the three years of the project. These funds will be used for implementation of the CSRD program and **not** for administrative costs. If administrative costs are included, they must be in addition to the \$50,000 project minimum and are not to exceed 5 percent of the minimum allocation or \$2500.

A mid-year report will be required to ensure that implementation is on schedule. An annual program and fiscal report will also be required. Multiple criteria – State Standards and State assessment information, the performance indicators, an evaluation conducted by an external evaluator and/or the model developer – will be reviewed to determine whether or not the school will receive funding for Years Two and Three.

SELECTION PROCESS

South Dakota Department of Education and Cultural Affairs' staff will screen applications to verify that all required items were addressed. DECA will assign priority points based on the above criteria. A Grant Review Committee consisting of education personnel who have experience with research-based reform models will independently review and rank applications and collaboratively determine schools to be funded. The DECA grant review and selection will be completed no later than September 7, 2001 at which time recommendations will be made to Governor Janklow for final approval. Participating schools will be notified of the final selections as soon as possible.

APPLICATION FORMAT

The application must be:

- **typewritten** on one side of the page only
- **limited to 25 double-spaced pages** of narrative (10 or 12 point type)
- **numbered** with responses corresponding to the Questions on the Rubrics Form; and
- stapled in the upper left-hand corner with no covers or binders added.

ORDER OF INFORMATION FOR CSRD APPLICATION

1. Part I:

- CSRD Program – District & Building Information Page
- Assurances
- GEPA

2. **Part II:**
 - Narrative Responses (Numbered according to RFP Rubrics)
 - Items 1 through 13 (The entire narrative responses for these items must not be longer than 25 pages.)
3. **Part III:** Items 14 & 15 with completed Budget Form 1 and School Summary Budget Form with narrative.

APPLICATION SUBMISSION

- The **district** must submit completed grant application for each school in that district.
- If multiple schools in a district are applying for CSRD Program funds, **a separate application must be submitted** for each school.
- An **originally-signed application and four (4) copies** must be received by the South Dakota Department of Education and Cultural Affairs **no later than 5:00 p.m. on Wednesday, August 15th, 2001.** Late entries will not be considered. Send to:
Jim Hauck, CSRD Coordinator
South Dakota Department of Education and Cultural Affairs
Office of Technical Assistance
700 Governors Drive
Pierre SD 57501
Attn: CSRD Program Grant Application

PART I. DISTRICT AND BUILDING INFORMATION

A. District Information

School District Name	
Name and Title of District Contact for Grant Application	
Address	Telephone Number
City	Zip
E-Mail Address:	Fax
Authorized Representative's Printed Name and Signature	Date:

B. Building Information

School Name	Grade Span
Name of Principal	Telephone Number
Address	Fax
City	Zip
Poverty Rate (%age):	E-Mail Address:
Is this a Title I eligible building? • Yes • No	
Is this school receiving Title I funds? • Yes • No If yes, please indicate if school is a schoolwide: • Yes • No	
Is this school currently identified for Program Improvement for Title I? • Yes • No	
Drop-out rate (middle/secondary schools only)	
Name of Comprehensive School Reform Design Model	Amount of Grant Funds Requested for Year One
	Minimum is \$50,000 per school.
Building Principal's Signature	Date
Local Board of Education Chairperson Signature	Date

ASSURANCES AND CERTIFICATION

The Applicant Agency assures the South Dakota Department of Education and Cultural Affairs that:

1. It will abide by the general assurances of SEC. 14306 of the Elementary and Secondary Education Act (ESEA) listed below:
 - (a) Assurances.-- Any applicant other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 14304, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that--
 - (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
 - (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes;
 - (3) the applicant will adopt and use proper methods of administering each such program, including--
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 - (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary or other Federal officials;
 - (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to such applicant under each such program;
 - (6) the applicant will--
 - (A) make reports to the State educational agency and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford access to the records as the State educational agency or the Secretary may find necessary to carry out the State educational agency's or the Secretary's duties; and
 - (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
 - (b) Assurances.-- Any applicant other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 14304, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that--
 - (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
 - (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes;
 - (3) the applicant will adopt and use proper methods of administering each such program, including--
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 - (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary or other Federal officials;
 - (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to such applicant under each such program;
 - (6) the applicant will--
 - (A) make reports to the State educational agency and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford access to the records as the State educational agency or the Secretary may find necessary to carry out the State educational agency's or the Secretary's duties; and
 - (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
2. Funds provided under this program will supplement, not supplant, Federal, State, and local funds that local education agencies and schools would otherwise receive.
3. In accordance with Parts 82 and 85 of 34 CFR, neither the agency nor its principals are presently debarred or suspended from participation in IASA programs by any federal agency.

Name of School District:	
Name of Superintendent:	
Signature of Superintendent	Date:

General Education Provisions Act (GEPA) Section 427 Assurance

In compliance with Section 427 of the General Education Provisions Act, as amended by Pub. L. 103-382, **all applicants for grant awards** made by the Department of Education **are required to describe** in their applications **the steps they propose to take to ensure equitable access to, and equitable participation in, the proposed grant activities with federal funds.**

Potential barriers that can impede equitable access to and participation in these programs include gender, race, national origin, color, disability, or age. Steps to overcome these barriers must be described below:

PART II. DESCRIPTION OF COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM – Rating Form and Scoring Rubrics

NARRATIVE :

Beginning on the following page with Section A-1 and continuing through to Section A-13, each school level applicant must complete and submit a separate set of responses to each of the items describing their comprehensive school reform demonstration plan. A maximum of 25 **typewritten, double-spaced** pages (10 or 12 point type) may be submitted in response to all of these items together, 1 through 13. The two budget items and narratives for Part III, numbers 14 & 15, are not included in the 25-page limit.

Note: A *Rating Form and Scoring Rubric* accompanies each item contained in this narrative. Using this rubric the Grant Review Committee will rate every applicant's response to each item, determining whether the response is most rigorous, somewhat rigorous, or marginal. The applicants, therefore, should address the 'most rigorous' rubric for each item in developing their responses. Possible points for each item is indicated after the rubric.

A. Describe the research-based comprehensive school reform model(s) the school will implement and address each of the following:

(1) Describe how the school’s adoption of this model will help to integrate and employ innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices and describes how the model has been fully implemented and replicated successfully in schools with characteristics similar to the school adopting the model.

Scoring Rubric:

Most Rigorous (20 - 14 Points)	Somewhat Rigorous (13 - 7 Points)	Marginal (6 – 1 Points)
<p>The description is specific as to how the school’s adoption of this model will help to integrate and employ innovative strategies and proven methods for student learning, teaching and school management.</p> <p>The model has been fully implemented for more than three years in multiple sites having similar characteristics to the school adopting the model --grade levels, size, and student demographics.</p> <p>The model has been replicated successfully in a wide range of schools and districts.</p> <p>The replication sites have been evaluated with significant student achievement gains.</p>	<ul style="list-style-type: none"> • The description specific as to how the school’s adoption of this model will help to integrate and employ innovative strategies and proven methods for student learning, teaching and school management. • The model has not been fully implemented in more than one school for more than three years with characteristics similar to the school adopting the model – grade levels, size, and student demographics. • The model has not been fully replicated in schools representing diverse settings. <p>Some replication sites have been evaluated with modest gains in student achievement.</p>	<ul style="list-style-type: none"> • The description does not include how the school’s adoption of this model will help to integrate and employ innovative strategies or proven methods for student learning, teaching and school management. • The model has not been fully implemented for more than one year in other than the original pilot site. Information on grade levels, size, and student demographics is available for the pilot site. • Full replication of the model has only been initiated in a few schools. • Some initial results are available.

Points Possible: 20

(2) Explain how the schools reform model is based on reliable research – include theory, research design and evaluation results.

Scoring Rubric:

Most Rigorous (15 – 11 Points)	Somewhat Rigorous (10 - 6 Points)	Marginal (5 - 1 Points)
<ul style="list-style-type: none"> • The model explains the theory behind its design; including references to the literature on why the model improves student learning. • Student achievement gains have been shown using experimental and control groups. • Considering pre- and post-interventions, significant gains have been made on student achievement using reliable and appropriate assessments. • The student achievement gains have been sustained for more than three years and have been confirmed through an independent, third-party evaluator. 	<ul style="list-style-type: none"> • The model states the theory behind its design, explaining how the model's components reinforce one another to improve student achievement. • Student achievement gains have been shown using between or within school comparisons. • Student achievement gains relative to district means have been made. • The student achievement gains have been sustained for more than one year with an evaluation conducted by a State, district or local team. 	<ul style="list-style-type: none"> • The model does not explain the theory behind its design. • Student achievement gains have been shown for a single school. • Other indicators, such as student attendance, student graduation rates, have shown some improvement. • Other indicators show improved student performance with an evaluation conducted by the model developer.

Points Possible: 15

- (3) Explain how the school’s adoption of this model integrates a comprehensive design for effective school functioning, including instruction, assessment, classroom management, and professional development, that aligns the school’s curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students to meet challenging State content and performance standards and addresses needs identified through the school needs assessment.

Scoring Rubric:

Most Rigorous (20 - 14 Points)	Somewhat Rigorous (13 - 7 Points)	Marginal (6 - 1 Points)
<ul style="list-style-type: none"> The explanation specifies how the adoption of this model integrates a comprehensive design that includes all of the following: instruction, assessment, classroom management and professional development. The comprehensive design specifically aligns the school’s curriculum, technology and professional development into a schoolwide reform plan. Schoolwide reform needs are identified through a school needs assessment. The model addresses most, if not all, of the needs identified through the school needs assessment. 	<ul style="list-style-type: none"> The explanation is not specific as to how this model integrates a comprehensive design. It includes at least three of the following: instruction, assessment, classroom management and professional development. The comprehensive design is not specific in aligning the school’s curriculum, technology and professional development into a schoolwide reform plan. Schoolwide reform needs may or may not have been identified through a needs assessment. The model addresses some of the needs identified through the school needs assessment. 	<ul style="list-style-type: none"> The explanation is confusing. It is not specific as to whether or not the model integrates a comprehensive design. It includes only one or two of the following: instruction, assessment, classroom, management and professional development. The design is not comprehensive. It does not align curriculum, technology, and professional development into a schoolwide reform plan. There is no needs assessment to identify schoolwide reform needs.

Points Possible: 20

- (4) Describe how the school’s adoption of this model aligns with the professional development needs identified through the school needs assessment and provides high-quality and on-going results-based professional development that will result in continued improvement of the skills necessary to successfully implement the model and how the anticipated changes of teacher effectiveness will be measured. Include a timeline of professional development activities.

Scoring Rubric:

Most Rigorous (15 - 11 Points)	Somewhat Rigorous (10 - 6 Points)	Marginal (5 - 1 Points)
<ul style="list-style-type: none"> • A specific description of the professional development is provided. • Alignment between the model and the professional development needs assessment is explained in detail. • Reliable and appropriate assessment instruments will be used to measure changes in teacher effectiveness. • A detailed timeline for professional development is specified. • Professional development is on-going rather than one-time events. • Professional development is results-based rather than just attendance (seat-time). 	<ul style="list-style-type: none"> • The description of the professional development is not specific. • There is some alignment with the model and the professional development needs identified through the needs assessment. • There is some indication that an instrument may be used to measure changes in teacher effectiveness. • A timeline for professional development is included but it is not in detail. • Professional development may or may not be on-going. • Professional development may or may not be results-based. 	<ul style="list-style-type: none"> • Professional development is not described. • There is no alignment with the model and the professional development needs identified through the needs assessment. • There is no indication that any method will be used to measure changes in teacher effectiveness. • No timeline is included for professional development. • Professional development is not on-going but rather many one-time events. • Professional development is not results-based but stresses attendance (seat-time).

Points Possible: 15

- (5) Describe the specific measurable goals for student performance over the 3 years of CSRD initiative based on the student performance levels of your school as defined by the South Dakota Department of Education standards and the benchmarks for meeting those standards.

Scoring Rubric:

Most Rigorous (15 - 11 Points)	Somewhat Rigorous (10 - 6 Points)	Marginal (5 - 1 Points)
<ul style="list-style-type: none"> • Specific goals for student performance are described. • Specific goals are based on well defined student performance levels. • All of the specific goals are measurable. • Annual benchmarks for meeting each goal are specified. 	<ul style="list-style-type: none"> • The goals may or may not relate to student performance. • It is not specified upon what the goals are based. • Some of the goals are measurable. • Some of the benchmarks are provided, however, not all relate to the stated goals. 	<ul style="list-style-type: none"> • The goals are not related to student performance. • The goals are not based on the student performance levels. • The goals are not measurable. • Benchmarks are not provided for the stated goals.

Points Possible: 15

- (6) **Demonstrate how the school faculty, administrators and staff support the model. Documentation must be provided to show that at least 80% of the school staff support the adoption of the model.**

Scoring Rubric:

Most Rigorous (10 - 8 Points)	Somewhat Rigorous (7 - 4 Points)	Marginal (3 - 1 Points)
<ul style="list-style-type: none"> • There is a specific explanation as to how support for adopting the model was determined. • There is <u>written documentation</u> to verify school staff support for adoption of the model. • Over 90% of the faculty, administrators and staff support the adoption of the model. 	<ul style="list-style-type: none"> • It is unclear how support for adopting the model was determined. • Documentation verifying school staff support for adoption of the model is not included. • At least 80% of the faculty, administrators and staff support the adoption of the model. 	<ul style="list-style-type: none"> • There is no explanation as to how support for adopting the model was determined. • Documentation verifying school staff support for adoption of the model is not provided. • Less than 80% of the faculty, administrators and staff supports the adoption of the model.

Points Possible: 10

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- (7) Explain how the school’s adoption of this model provides for the meaningful Involvement of parents and the local community in planning and implementing school improvement activities.**

Scoring Rubric:

Most Rigorous (10 - 7 Points)	Somewhat Rigorous (6 - 4 Points)	Marginal (3 - 1 Points)
<ul style="list-style-type: none"> The explanation is specified as to how parents will be involved in a meaningful way with both planning and implementing activities. The explanation is specified as to how the local community will be involved in a meaningful way with both planning and implementing school improvement activities. 	<ul style="list-style-type: none"> There is an explanation how parents will be involved in either planning or implementing school improvement activities but not both. The involvement may or may not be in meaningful ways. There is an explanation how the local community will be involved in either planning or implementing school improvement activities but not both. The involvement may or may not be in meaningful ways. 	<ul style="list-style-type: none"> There is no meaningful involvement of parents in either planning or implementing school improvement activities. There is no meaningful involvement of the local community in either planning or implementing school improvement activities.

Points Possible: 10

- (8) Describe the school’s plan to utilize high-quality external support and technical assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in school-wide reform and improvement.

Scoring Rubric:

Most Rigorous (10 - 8 Points)	Somewhat Rigorous (7 - 4 Points)	Marginal (3 - 1 Points)
<ul style="list-style-type: none"> The school has a specific plan to utilize high-quality external support and technical assistance. The comprehensive school reform entity has experience and expertise in school-wide reform and improvement. 	<ul style="list-style-type: none"> The school indicates they plan to utilize external support and technical assistance, but have not yet worked out the details. The quality of that support is not clear. The entity may or may not have experience or expertise in school-wide reform and improvement. 	<ul style="list-style-type: none"> There may or may not be a plan to utilize external support and technical assistance. If an entity is defined, it does not have experience or expertise in school-wide reform and improvement.

Points Possible: 10

- (9) Describe the process that the school will utilize to evaluate the ongoing implementation of the local CSRD plan and its effect on students over time. (If the district consists of more than the applying school, describe how the school district will assist in this evaluation.) Describe how the State assessment system and local indicators specifically designed to evaluate the implementation of the Comprehensive School Reform Demonstration Program along with evaluations conducted by an external evaluator and/or the model developer will be used to measure success of the school reform effort.

Scoring Rubric:

Most Rigorous (15 - 11 Points)	Somewhat Rigorous (10 – 6 Points)	Marginal (5 - 1 Points)
<ul style="list-style-type: none"> There is a specific process for evaluating the comprehensive school reform effort and the results achieved by students, with a description of assistance from the district, if applicable. How the State assessments will be used to measure success of the reform effort is described. Specific local indicators have been designed for evaluating the implementation and success of the school reform effort. There is a specific description as to how an evaluation conducted by an external evaluator and/or the model developer will be used to measure success of the reform effort. 	<ul style="list-style-type: none"> There is a description of the process for evaluating the comprehensive school reform effort. The State assessments will be used to measure success of the school reform effort. Local indicators are mentioned by they have not been specifically designed for evaluating implementation and success of the school reform effort. There may or may not be an evaluation by an external evaluator or model developer on the success of the reform effort. 	<ul style="list-style-type: none"> There is no process for evaluating the comprehensive school reform effort. The State assessments will not be used to measure success of the reform effort. Local indicators have not been designed for evaluating the implementation and success of the school reform effort. There is no evaluation by an external evaluator or by the model developer.

Points Possible: 15

- (10) Describe how the implementation of the comprehensive school reform demonstration program integrates with and supports the local school improvement initiatives and other school improvement efforts, i.e., technology plan, school improvement plan, etc. Explain how the model to be adopted in the school's comprehensive reform program matches the goals of the school, the district and the State.**

Scoring Rubric:

Most Rigorous (15 - 11 Points)	Somewhat Rigorous (10 - 6 Points)	Marginal (5 - 1 Points)
<ul style="list-style-type: none"> There is a specific connection between the comprehensive school reform and other school improvement initiatives. There is a match between the goals of the model and the goals of the school and the district and the State. 	<ul style="list-style-type: none"> There may or may not be a connection to other school improvement initiatives. There is a match between the goals of the model and the goals of either the school, the district, or the State, but not all three. 	<ul style="list-style-type: none"> There is no connection to the other school improvement initiatives. There is not a match between the goals of the model and the goals of the school, the district and/or the State.

Points Possible: 15

- (11) Provide written verification that the model developer will provide technical assistance and professional development to the school to ensure implementation of the school reform effort.**

Scoring Rubric:

Most Rigorous (10 - 8 Points)	Somewhat Rigorous (7 - 4 Points)	Marginal (3 - 1 Points)
<ul style="list-style-type: none"> There is an attached written verification that the model developer will provide technical assistance and professional development. 	<ul style="list-style-type: none"> The applicant is negotiating with the model developer for technical assistance and professional development, but there is no verification. 	<ul style="list-style-type: none"> No written verification that the model developer will be providing technical assistance and professional development is included.

Points Possible: 10

- (12) Describe how the proposed model for school reform will be implemented.
Provide a timeline of the proposed implementation of the school reform model.

Scoring Rubric:

Most Rigorous (15 - 11 Points)	Somewhat Rigorous (10 - 6 Points)	Marginal (5 - 1 Points)
<ul style="list-style-type: none"> There is a specified timeline for implementing the school reform model. The timeline includes staff development and other supporting activities. The description specifies the model's implementation requirements and procedures. 	<ul style="list-style-type: none"> The timeline for implementing the school reform model is not clear. The timeline includes staff development or supporting activities but not both. The description attempts to explain the model's implementation requirements and procedures, but not in detail. 	<ul style="list-style-type: none"> There is no timeline for implementing the school reform model. The description may or may not include the model's implementation requirements and procedures.

Points Possible: 15

- (13) Who are the district personnel and what are the positions of the individuals involved in assisting with the completion of the grant application process and how are they or were they involved? Describe the technical assistance, professional development and support the district personnel will provide for the effective implementation of the comprehensive school reform programs to the school.

Scoring Rubric:

Most Rigorous (15 - 11 Points)	Somewhat Rigorous (10 - 6 Points)	Marginal (5 - 1 Points)
<ul style="list-style-type: none"> District personnel were involved in the grant application process and their roles are clearly specified. There is a specific description detailing how the district will provide technical assistance to the school implementing comprehensive school reform programs. There is a specified description detailing how the district will provide professional development to the school implementing comprehensive school reform programs. There is a specific description detailing how the district will provide support to the school implementing comprehensive school reform programs. 	<ul style="list-style-type: none"> District personnel were involved in the grant application process, but to what extent is uncertain. There may or may not be a description of how the district will provide technical assistance to the school implementing comprehensive school reform programs. There may or may not be a description as to how the district will provide professional development to the school implementing comprehensive school reform programs. There may or may not be a description as to how the district will provide support to the school implementing comprehensive school reform programs. 	<ul style="list-style-type: none"> It is unclear what district personnel were involved in the grant application process, if any. It is unclear if the district will provide technical assistance to the school implementing a comprehensive school reform program. It is unclear if the district will provide professional development to the school implementing comprehensive school reform programs. It is unclear if the district will provide support to the school implementing a comprehensive school reform program.

Possible Points

15

PART III. BUDGET FORM AND NARRATIVE

(14) Complete Budget Form 1 by indicating the amount of funding requested in each category as well as the total and include this form in your application.

Scoring Rubric:

Most Rigorous (10 – 8 Points)	Somewhat Rigorous (7 – 4 Points)	Marginal (5 – 1 Points)
<ul style="list-style-type: none">• The enclosed budget form has line item accuracy.• The totals on the budget form are correct.	<ul style="list-style-type: none">• Line items on the enclosed budget form have not been completed accurately.• The totals are incorrect.	<ul style="list-style-type: none">• Line items on the enclosed budget form are incomplete>• The totals are not provided.

Points Possible: 10

- (15) Provide a narrative that includes the cost of full implementation for Years One, Two, and Three and the amount of grant funds being requested and provide appropriate budgetary information with a clear delineation of how the funds will be used. List the amount and source of Federal (may include Title I, II, IV, VI, Technical Education, etc.), State, local and private funds and describe how they will be redirected and/or used to support the comprehensive school reform effort. (See sample copy of School Budget Summary.) Explain how this effort will be sustained when the CSRD Funds are no longer available.**

Note: Materials, staff development and personnel may be included. However, personnel should only be employed through these funds on a projected “short-term” basis. These monies are not intended to be used for employing additional staff, i.e. teachers, support personnel or for administrative costs.

Scoring Rubric:

Most Rigorous (20 - 14 Points)	Somewhat Rigorous (13 - 7 Points)	Marginal (6 - 1 Points)
<ul style="list-style-type: none"> Costs of full implementation are clearly specified, including whether or not the costs of materials, staff development, etc., are included in the program’s purchase price. The budget narrative explains in detail each line item that has funds. How the funds will be redirected and/or used is specified. It is specified in detail how the reform efforts will be sustained after the Federal funds are no longer available. If the budget includes personnel, a detailed explanation as to each position includes job title, brief job description and funding for each position. Any personnel funded through these monies is on a projected short term basis. 	<ul style="list-style-type: none"> Costs of full implementation have been estimated, including whether or not the costs of materials, staff development, etc., are included in the program’s purchase price. The budget narrative explains the line items that have funds. How some of the funds will be redirected and/or used are specified. It is unclear as to how the reform efforts will be sustained after the Federal funds are no longer available. If the budget includes personnel, the explanation includes some, but not all of the following: job title, brief job description and funding for each position. It is no specified if personnel funded through these monies are short or long term. 	<ul style="list-style-type: none"> Documentation is available that provides general information about the program costs. There is no budget narrative or it is unclear how the funds will be used. How the funds will be redirected and/or used is not described. There is no indication as to how the program will be sustained after the Federal funds are no longer available. If the budget includes personnel, no explanation is provided. Personnel funded are for the long term.

Points Possible: 20
